National Endowment for the Humanities

Division of Fellowships and Seminars

1991 Summer Seminars for College Teachers

Seminars Open to: College Teachers, Independent Scholars, and other Scholars such as Archivists, Curators, Editors, and Librarians.

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1991 SUMMER SEMINARS FOR COLLEGE TEACHERS

Summer Seminars for College Teachers are offered by the National Endowment for the Humanities' Division of Fellowships and Seminars. The National Endowment for the Humanities is a federal agency created in 1965 to support research, education, and public projects in the humanities. Other programs currently offered by the division include Summer Seminars for School Teachers, Summer Stipends, the Faculty Graduate Study Program for Historically Black Colleges and Universities, Fellowships for University Teachers, Fellowships for College Teachers and Independent Scholars, Younger Scholars Awards, and Travel to Collections Grants. Information about any of these programs may be obtained by writing to the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

Purpose of the Program

The Summer Seminars for College Teachers Program, offered by the National Endowment for the Humanities, provides college teachers, independent scholars, and other scholars, such as archivists, curators, editors, and librarians, with a unique opportunity for advanced study or research in their own fields or in fields related to their interests. During the summer, the twelve scholars selected to participate in each of the seminars will work together in an area of mutual interest under the direction of a distinguished scholar and teacher. Seminar participants, who will have access to the collections of a major library or museum, will discuss a body of common readings with their colleagues in the program, prepare written work, and, outside the seminar, pursue individual research or study projects of their own choosing and design. Through research, reflection, and frequent formal and informal discussions with the seminar director and with other scholars from across the country, seminar participants will increase their knowledge of the subjects they teach and enhance their ability to impart to others an understanding of their disciplines and of the humanities in general.

The seminars are especially designed for the Summer Seminars for College Teachers Program and are not intended to be identical to courses normally offered by graduate departments, nor will graduate credit be given for them. Seminar topics are broad enough to accommodate a wide range of interests while remaining central to the major ideas, texts, and approaches of the humanities. The focus of each seminar is substantive rather than pedagogical, reinforcing the participants' commitments to teaching and to research. In many cases the seminar is designed to be interdisciplinary, and participants need not be specialists in the particular subject of the seminar. Seminars are six to eight weeks long.

Individual Projects

Beyond the work of the group, each participant undertakes an individual research project or a program of intensive reading under the guidance of the director. This project may or may not be related directly to the seminar topic. A tentative plan of research or study for the seminar is a required part of the application, but, after consultation with the director, participants can change or amend their projects once the seminar has begun. In many cases, the individual projects will correlate with the work of the seminar and serve as bases for discussion and written assignments.

Particular seminars will vary in their research emphases, some focusing on individual reading or research projects, others concentrating more exclusively on the common work of the seminar.

Stipend and Tenure

Teachers and scholars participating in the program's eight-week seminars will receive a stipend of $3,750, those participating in the seven-week seminars will receive $3,350, and those in the six-week seminars receive $2,950. The stipend is intended to help cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure period.

Participants are required to remain at the seminar location until the final meeting of the group and to spend full time on individual study for the entire tenure period.

Eligibility

The program is intended to serve those whose primary duties involve teaching undergraduates, but other persons, such as independent scholars and scholars employed by museums, libraries, historical societies and like organizations, qualified to do the work of the seminar and make a contribution to it, are also eligible and encouraged to apply. Preference is given to those who have not recently had the opportunity to use the resources of a major library or who have not had significant released time for independent study and professional development. Members of Ph.D.-granting departments are normally not eligible. The Endowment encourages applications from faculty at historically black colleges and universities and from two-year colleges.

Applicants must have completed their professional training by March 1, 1991. Although an applicant need not necessarily have an advanced degree in order to qualify, **neither candidates for degrees nor persons seeking support for work leading toward a degree are eligible.** Individuals should not apply to seminars directed by scholars with whom they have studied or by faculty at their own institutions.

An individual may apply to no more than two seminars in any one year. Persons who apply to more than two will not be awarded a place in any seminar. Those who partici-

pated in NEH Summer Seminars in 1988 or earlier are eligible to apply for 1991, but those who attended seminars in 1989 or 1990 are not eligible.

About this Brochure

This brochure briefly summarizes each of the fifty-one seminars that will be offered during the summer of 1991. Specific prerequisites, such as proficiency in a foreign language, are also indicated where applicable.

How to Apply

Prospective applicants should write to seminar directors to request application forms and details about structure, requirements, and assignments. This information will help to determine the range of individual projects that are compatible with the director's conception of the seminar and to estimate the amount of time that will be available for independent work. Seminar directors will also supply general information about housing and the resources of the seminar site. **The application deadline is March 1, 1991, and the announcement of awards will take place on March 28. Selected participants will have until April 2 to accept or decline.**

Equal Opportunity

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

CONTENTS

	PAGE
Anthropology and Folklore	4
Arts	4
Classics	6
Drama	7
English and American Literature	8
Film	13
Foreign and Comparative Literature	13
History	16
History and Philosophy of Science	20
Linguistics	22
Philosophy	22
Politics and Society	26
Religious Studies	29
Index of Seminar Directors	30

ANTHROPOLOGY and FOLKLORE

GEOFFREY M. WHITE and
LAMONT LINDSTROM
The Politics of Culture and Identity: Pacific Islands Perspectives
June 10 to August 2, 1991 (eight weeks)

Institute of Culture and Communication
East-West Center
Honolulu, Hawaii 96848

Theories of culture have placed increased emphasis on the history and practices of daily life. Concepts once utilized as unexamined analytic tools—"person," "ethnicity," "tradition," or even "history"—are increasingly seen as culturally variable constructions. These analytic changes are vividly evident in studies of the Pacific Islands region, where most countries have emerged from colonial status only, if at all, within the last two decades. Participants in this seminar will explore the significance of cultural theories through a comparative review of Pacific Island societies. Seminar readings will emphasize ethnographic works on traditions in the Pacific (e.g., *Reinventing Traditional Culture*) supplemented by studies in other regions (e.g., *The Invention of Tradition*). Scholars in anthropology, sociology, history, political science, and literature are welcome to apply.

See also:
Arts—Béhague
Classics—Gregory
Foreign and Comparative Literature—Foley
History—Perdue/Green

ARTS

LEONARD BARKAN
Imitation, Influence, Inspiration: The Theory and Practice of Artistic Relations in the Renaissance
June 24 to August 16, 1991 (eight weeks)

Department of English
University of Michigan
Ann Arbor, Michigan 48109

Artistic relations during the Renaissance attempted to cross the gulf between different ages and different media of expression; the survival of antiquity and the sister arts are inextricably bound in this period. Doctrines of imitation, both ancient and modern, will provide a context for studying historical relations between antiquity and the Renaissance as well as conceptual relations between words and images. Ovid's *Metamorphoses*, *A Midsummer Night's Dream*, Alberti, Michelangelo, Titian, and Petrarch will be explored, along with historians and theorists such as Seneca, Quintillian, Vasari, Bloom, Barthes, and Gombrich. Classicists, art historians, literary scholars, and historians are welcome to apply to this interdisciplinary seminar.

GERARD BEHAGUE
Department of Music (MRH 3832)
The University of Texas at Austin
Austin, Texas 78712

Music in Latin American Society, Past and Present
June 10 to August 2, 1991 (eight weeks)

Social and ethnic stratification in Latin America is frequently exhibited in specific musical traditions, with their unique structural and performance styles. Music in Latin America thus especially warrants study as part of a dynamic system of expressive culture in which diverse musical traditions—folk, urban popular, artistic—interact to produce relationships of mutual influence in Latin America and the Hispanic United States. Discussion will focus on oral music traditions in Indian-Hispanic and Afro-Latin American communities, the Iberian heritage of colonial music, and definitive Latin-American elements in the nationalist works of such twentieth-century composers as Chávez, García-Caturla, Guarnieri, Villa-Lobos, and Ginastera. A reading knowledge of Spanish or Portuguese is recommended but not required. The seminar is open to scholars in literature, language, and history as well as to those in music, musicology, and ethnomusicology.

REINHOLD BRINKMANN
Department of Music
Harvard University
Cambridge, Massachusetts 02138

Symphonies "after Beethoven": The Viennese Tradition
July 1 to August 16, 1991 (seven weeks)

The Viennese tradition of the symphony "after Beethoven" was the paradigmatic musical genre of the nineteenth century, a repertory that still dominates today's concert programs. Works by Schubert, Schumann, Brahms, Bruckner, and Mahler will be discussed in light of their historical position after Beethoven. Their reflection of Beethovenian models, in both form and content, will be interpreted from a perspective of recent theories of an "aesthetics of reception." Methodologically the seminar will proceed from studies of the autographs through close analyses to aesthetic and historical interpretation, aiming to link symphonic forms to major ideas of European intellectual history. Although designed for teachers and scholars of music history and theory, those engaged in musical performance are also invited to apply. A reading knowledge of German is helpful but not required.

DAVID ROSAND
Drawings and Prints:
Leonardo to Goya
June 17 to July 26, 1991 (six weeks)

c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

The graphic arts, prints in particular, rarely find their proper place within the teaching of the history of art, partly because of the circumstances of their conservation, locked as they are in drawing and print cabinets. Participants will study the graphic arts from the fifteenth to the eighteenth centuries by concentrating on the work of leading, and representative, masters: Leonardo da Vinci, Albrecht Dürer, Michelangelo, Rembrandt, and Francisco Goya. The aims are to develop methods of analysis and interpretation of the language of graphic representation, to understand the personal expression and professional functions of these designs, and to appreciate graphic invention's role in a conception of artistic imagination central to Western culture. The primary seminar field is art and art history, but teachers and scholars of literature, history, and philosophy are also invited to apply.

See also:

Drama—Blau
English and American Literature—Damrosch
Foreign and Comparative Literature—Andrew/Ungar, Kaes

CLASSICS

TIMOTHY E. GREGORY
Archaeology and Ancient History:
Approaches and Sources
June 10 to August 2, 1991 (eight weeks)
Seminar location: Corinth and Athens, Greece

Department of History
Ohio State University
Columbus, Ohio 43210

Isthmia, one of the four great pan-Hellenic sanctuaries, is located adjacent to Corinth, a major crossroads of the ancient world. Beginning in 1967, an Ohio State/UCLA project has been excavating this site, and the seminar will provide participants with the opportunity to make direct use of this extensive collection. The primary task of the seminar will be to analyze the historical implications of artifacts and data resulting from the excavations. Participants will explore specific problems in the interpretation of archaeological evidence. Seminar members will also visit a number of other sites, and they will have access to material and libraries in Athens. The seminar is open to classicists, ancient historians, art historians, and specialists in medieval and religious studies.

RICHARD P. SALLER and
JOHN P. BODEL
Department of History
University of Chicago
1126 East 59th Street
Chicago, Illinois 60637

The Roman Family and Household
June 17 to August 9, 1991 (eight weeks)
Seminar location: The American Academy in Rome

The Roman family has exerted great influence on later European legal, social, and political thought as evidence or even an archetype in arguments about sovereignty, the transition from status to contract, and the history of mores. Seminar participants will examine Roman family life through a variety of approaches. The demography of the family will be studied with special attention to the funerary monuments in Roman museums. Roman law, literature, art, and domestic architecture will be explored to understand the legal rules, cultural ideals, and religious beliefs informing family practices. Finally, changes in family mores and practices introduced by Christianity will be considered through literature and art. Classicists, social historians of Europe, anthropologists, and sociologists are invited to apply.

DRAMA

HERBERT BLAU
Center for Twentieth-Century Studies
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201

Performance Theory: Modern Drama and Postmodern Theater
June 17 to August 9, 1991 (eight weeks)

The major problem of theater over the last generation—marking the disputed passage from the modern to the postmodern—is that it has been on the verge of doing without the drama. The assumption that a text is realized in performance has given way, since Brecht and Artaud, to the intervention of performance against the authority of the text. The issue is political and arises from the critique of language, in Beckett as well as in Derrida or Foucault. In the shifting of authority through the play-within-the-play, we confront the disappearance of the acting subject: who is doing the acting? why? for whom? how? and on what ideological grounds? The seminar is intended for teachers of theater, dramatic literature and criticism, or other disciplines who are concerned with issues of theatricality and performance.

See also:

English and American Literature—Stevens

ENGLISH AND AMERICAN LITERATURE

WILLIAM L. ANDREWS
The Slave Narrative Tradition in African-American Literature
June 10 to July 19, 1991 (six weeks)

Hall Center for the Humanities
University of Kansas
Lawrence, Kansas 66045-2967

Now a widely studied genre, the slave narrative has inspired and sustained African-American literature during the past 150 years. The seminar will take up the twin concerns of the slave narrative—to expose slavery in all its guises and to lay claim to freedom—from its nineteenth-century origins in the work of Frederick Douglass and Harriet Jacobs to its present manifestations in fiction by Margaret Walker, Ernest J. Gaines, and Toni Morrison. A central concern will be to understand how, as social, cultural, and literary priorities have changed, the slave narrative has also been adapted, formally and thematically, to concerns of the present. While the seminar is designed primarily for teachers and scholars of African-American literary and cultural history, those who wish to explore the impact of the slave narrative on other American literatures and cultures are also welcome to apply.

LESLIE BRISMAN
The Bible as Literature: Theory and Practice
June 17 to August 9, 1991 (eight weeks)

Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

Some of the most significant work in the criticism of the Bible is being done on the border of literary criticism and the more specialized disciplines of Old and New Testament studies. This seminar is intended to provide a mediating forum for literary critics and Old and New Testament scholars by examining closely some of the assumptions behind both approaches. Beyond the Pentateuch, the seminar will be concerned primarily with narratives, from I Samuel to the Gospels. Some sessions, however, will be devoted to the special difficulties of approaching the prophets (or at least Ezekiel) as literature, and of dealing with poetry (the Song of Songs) beyond the technicalities of form and establishing the text. The seminar is designed for scholars in literature, biblical studies, religion, and literary criticism.

DAVID BROMWICH
The Revolution Debate and English Literature in the 1790s
June 10 to July 26, 1991 (seven weeks)

Department of English
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

The leading poet of the romantic age, Wordsworth, and the leading critic, Hazlitt, traced the beginnings of their moral identity to the French Revolution. The seminar will take one definition of romanticism, as simply the sense of worldly possibility that this surprising historical moment brought to various writers, and put it to the practical test of reading. The seminar will begin with Burke's *Reflections on the Revolution in France*, considering its place among the existing literary and intellectual genres and its place in the political and philosophical controversies of the 1790s. Other works of the decade will be read in dialogue with Burke and with each other. Texts will include works by Godwin, Wollstonecraft, Malthus, Wordsworth, and Coleridge. The seminar is designed for literary scholars and historians.

LEO DAMROSCH
Rousseau and Blake: Inventing the Modern Imagination
June 24 to August 16, 1991 (eight weeks)

Department of English
Harvard University
Cambridge, Massachusetts 02138

The seminar will explore the imaginative roots of the modern world through two seminal thinkers, Jean-Jacques Rousseau and William Blake. Placed in implicit dialogue with each other, these two writers have much to tell us about issues fundamental to the modern identity. Participants will consider the ways in which both writers—radicals who exemplify the very apogee of individualism—were yet drawn to conceptions of collective life that point forward (depending on one's perspective) to socialist idealism or to totalitarianism. Central to the seminar is an examination of the ways in which experience for Rousseau and Blake is formed in the depths of the self rather than in response to external norms. Participants will study closely essential texts of the two writers, supplemented by Blake's allegorical pictures and the writings of their contemporaries. Scholars in English and French literature, history, philosophy, and art history are encouraged to apply.

SUSAN GUBAR
English Department
Indiana University
Bloomington, Indiana 47405

Feminist Criticism and Female Literary Traditions in the First Half of the Twentieth Century
June 17 to August 9, 1991 (eight weeks)

Perhaps nothing more clearly demonstrates the vitality of feminist literary criticism than the debates surrounding its assumptions, methods, and objectives. In addition to surveying feminist criticism and English and American women writers in the first half of the twentieth century, participants in this seminar will focus on several key issues in the current debates, analyzing the impact of gender on literary language, the status of minority traditions in their relation to women's writing, and the challenges to the formation of the canon. Works of such writers as May Sinclair, H.D., Radclyffe Hall, Zora Neale Hurston, and Virginia Woolf will be read along with attendant scholarship. Scholars not only of American and British literature, but also of American studies, women's studies, and African-American studies as well as those well-grounded in twentieth-century culture are encouraged to apply.

NANCY K. MILLER
Ph.D. Program in English/Box 510
Graduate School /University Center
City University of New York
33 West 42nd Street
New York, New York 10036-8099

Autobiographical Acts· Gender, Culture, Writing, Theory
June 24 to August 2, 1991 (six weeks)

The last ten years have seen important challenges to prevailing theories of autobiography. Feminist scholarship, black studies and cultural studies have renewed attention to historical contexts and reopened the discussion of subjectivity. They have also dramatically expanded the canon. Seminar participants will examine a small group of self-narratives in the light of new critical models and consider claims about specific features of women's autobiography. The construction of a writing self, the significance of gender in the rhetoric of self-representation, and the effects of cultural systems will be explored in autobiographical writings by Douglass, Jacobs, Kingston, Gornick, Stein, Barthes, Rousseau, and Montaigne. Applications are welcome from teachers and scholars in various fields, including literature, women's studies, art and art history, anthropology, and philosophy.

JAMES PHELAN
Department of English-NEH
Ohio State University
Columbus, Ohio 43210-1370

Issues in the Rhetorical Theory of Narrative
June 24 to August 16, 1991 (eight weeks)

Scholars in many disciplines besides literary criticism—in history, philosophy, anthropology, even science—have increasingly reflected on the ubiquity of narrative and its power to capture certain truths and experiences in ways that other discursive modes cannot. This seminar will explore a rhetorical theory of narrative and contrast it with other theories, addressing such issues as the complexity and diversity of narrative, the nature of narrative progression, the concept of voice, and the ethics and politics of narration. Readings will include recent work in the theory of narrative by Genette, Bakhtin, Booth, Brooks, Miller, and others, as well as novels by Austen, Faulkner, Hemingway, Nabokov, and Morrison. The seminar is designed for scholars and teachers in any field that studies verbal narrative, especially literature, history, and the social sciences.

MARTIN STEVENS
c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

Shakespeare and the Native Dramatic Tradition
June 17 to August 9, 1991 (eight weeks)

While the neo-classical literary drama has been amply documented as an important cultural source for Shakespeare's plays, the native dramatic tradition has received less attention. Yet dramatic forms popular from the middle ages to Shakespeare's own time played a significant role in his dramatic invention. Participants in the seminar will study medieval plays, especially the Corpus Christi cycles, that Shakespeare is likely to have known first-hand from their performances (until 1580) at Coventry. Topics to be explored include the structure of the native drama, its political ideology, and its staging practices. Participants will also take up the broad and much debated theoretical issue of medieval "continuities" in Shakespeare and in Shakespearean scholarship. The seminar is designed for literary scholars, theater historians, and social historians.

RICHARD STRIER
Department of English
University of Chicago
1050 E. 59th Street
Chicago, Illinois 60637

Renaissance and Reformation in Tudor-Stuart England
June 17 to August 2, 1991 (seven weeks)

In England, the two great movements for self-conscious innovation in early modern Europe, the Renaissance and the Reformation, occur simultaneously. Seminar participants will explore the literary, political, and cultural significance of this seldom discussed conjunction, combining intellectual and social history with literary and cultural analysis. The two movements will be seen as sometimes supplementing and sometimes conflicting with one another, thereby producing the mixes, stable and unstable, that are the distinctive political and literary modes of Tudor and Stuart English culture. Texts will include foundational texts in Erasmus, More, and Luther, as well as Ponet's *Short Treatise of Politike Power*, Spenser's *View of the Present State of Ireland*, Herbert's lyrics, Shakespeare's *Hamlet*, and Milton's *Reason of Church Government*. Political, cultural, and church historians as well as literary scholars are invited to apply.

JUDITH WILT
Department of English
Boston College
Chestnut Hill, Massachusetts 02167

Political and Religious Romance in the English Novel
June 17 to August 2, 1991 (seven weeks)

Virtually every novel in the standard curriculum offers some critique of religious, political, and domestic institutions. Seminar participants will examine alternate versions of these institutions in selected works by three key novelists of the romantic, Victorian, and modernist traditions: *Villette* by Charlotte Brontë; *Felix Holt* and *Daniel Deronda* by George Eliot; and *Mrs. Dalloway* and *The Waves* by Virginia Woolf. Participants will trace the functioning of what Peter Brooks calls "the infinite gearbox that links the telling to the told" in the apparently stable structures of Brontë and Eliot no less than in the simultaneity sought in Woolf's narrative line. The goal of the seminar will be to ask of the novel, that supposedly most personal and internal genre, which of the three intersecting categories—politics, religion, romance—ultimately dominates the narrative. Political and intellectual historians as well as specialists in the English novel, women's studies, and religion and literature are invited to apply.

See also:
Arts—Barkan
Foreign and Comparative Literature—Foley, Morson
History—Louis
Linguistics—Liberman

FILM

See:
Foreign and Comparative Literature—Andrew/Ungar, Kaes

FOREIGN AND COMPARATIVE LITERATURE

DUDLEY ANDREW and
STEVEN UNGAR
Film, Literature, and the Cultures of Interwar France
June 10 to August 2, 1991 (eight weeks)

Program in Comparative Literature
University of Iowa
Iowa City, Iowa 52242

In France between the wars conflicting ideas emerged about the impact of literature and film as mechanisms by which cultural values are forged and retained. Participants will seek to develop methods of cultural analysis appropriate to reading texts of various kinds so as to understand how the heightened ambitions of both the right and the left found a public in magazines, newspapers, and expositions as well as in radio and sound film. Texts will include a variety of films, the work of artists and composers, and selections from the writings of Bernanos, Céline, Malraux, Sartre, and Aragon, among others. Teachers of French, other modern foreign languages, film studies, history, anthropology, and communications are encouraged to apply. A reading knowledge of French is desirable but not required.

BARBARA BOWEN
Rabelais and the Renaissance Sense of the Comic
June 17 to July 26, 1991 (six weeks)

Department of French and Italian Literature
Vanderbilt University, Box 6312-B
Nashville, Tennessee 37235

Once explained, many of the concerns in the humor of François Rabelais are relevant to us today: the intellectual's contribution to good government, language and how it signifies, the dangers of ideological terrorism, even the relation of theory to practice in medicine. The seminar's main task, then, will be to combine information about little-known areas of humanist concern with discussion of how these intellectual topics translate into comic plot, character, and language. The seminar aims to provide a background in Renaissance theory of the comic, in particular that of doctors and rhetoricians, and in the "minor" literature on which Rabelais draws: Folengo's mock epic, humanist *facetiae*, "popular" theater, and carnival texts. Besides those familiar with Rabelais, teachers and scholars in art history, history, philosophy, and the history of science are encouraged to apply to this interdisciplinary seminar. A reading knowledge of French is required.

JOHN MILES FOLEY
The Oral Tradition in Literature
June 17 to August 9, 1991 (eight weeks)

Center for Studies in Oral Tradition
301 Read Hall
University of Missouri
Columbia, Missouri 65211

A significant oral tradition lies behind many important works of literature. By considering both primary oral texts, such as Yugoslav, native American, and African epics, and other genres with roots in oral tradition, such as the Bible, the Homeric epics, *Beowulf*, the *Song of Roland*, and the *Poem of the Cid*, participants will seek to formulate an aesthetic for oral traditional literature that will aid in interpreting these core texts. Discussion will focus on the difference orality makes to the faithful interpretation of the works by members of a highly literate and print-oriented culture. Teachers and scholars of modern, medieval, and ancient languages and literatures as well as of linguistics, history, anthropology, and folklore are welcome to apply.

ERICA HARTH
Gender and Narrative in Early Modern France
July 1 to August 16, 1991 (seven weeks)
Seminar location: The Bunting Institute, Radcliffe College

c/o S. Gordon
Department of English
Warren House, Box C-4
Harvard University
Cambridge, Massachusetts 02138

During the Early Modern period of French literature, narratives by men, unless they focused specifically on issues about women, tend to ignore gender and claim to speak for all humans. In narratives by women, on the other hand, gender, even if covert, is self-consciously present. Participants will seek historical and literary correlations of gender and narrative through a comparison of sixteenth- through eighteenth-century narratives by men and by women on the same topics. The topics will include, in addition to those that directly address sexual difference: education, the "marriage plot," natural philosophy and the construction of modern science, and savages and strangers in accounts of voyages. Besides shared readings in feminist and narrative theory, texts may include Theodor de Bry's iconography of voyages, Mlle. de Scudéry's "conversations," Mme. du Châtelet's *Institutions de physique*, and Diderot's "Sur les femmes." Participants will need a scholar's command of French. Specialists in early modern Europe, especially its literature, history, and art, are encouraged to apply.

ANTON KAES
Department of German
University of California, Berkeley
Berkeley, California 94720

Modernity and its Discontents: Film, Literature, and Popular Culture in the Weimar Republic
June 17 to August 9, 1991 (eight weeks)

Germany's uneasy relationship to modernization and the anxieties engendered by technological and social progress frequently found expression in film and popular culture after 1918. Using the Weimar period as a case study, this seminar will focus on the fictional responses of filmmakers, writers, and intellectuals to the contradictions of modernization. In the context of the general discourse about modernity, drawing on the work of Foucault and the New Historicism, participants will study films by Lang, Murnau, and Pabst, among others; works by Kafka, Döblin, and Brecht; and essays by Freud, Simmel, Kracauer, and Benjamin. Knowledge of German is not required. Teachers and scholars of German studies, film, history, literature, political science, sociology and related fields are invited to apply.

GARY SAUL MORSON
Department of Slavic Languages
Northwestern University
Evanston, Illinois 60208-2206

The Counter-Tradition of Russian Literature: Theory and Practice
June 24 to August 16, 1991 (eight weeks)

Russian novels have often struck readers as so peculiar in form that they scarcely seem to be novels at all. The development of a poetics, or, rather, a *prosaics* of Russian literature is the aim of this seminar. Participants will explore how Russian critics, particularly Mikhail Bakhtin, responded to the problems posed by the form and content of Russian novels. *Diary of a Writer, Anna Karenina, Uncle Vanya, The Three Sisters,* and other works by Dostoevsky, Tolstoy, and Chekhov will form the basis for discussion of Russia's novelistic tradition and more general theories of narrative. Scholars of Russian, English, French, and non-Western literature; the novel; comparative literature; and literary theory are urged to apply. Appropriate translations will be suggested for those who do not read Russian.

RANDOLPH D. POPE
Department of Romance Languages
Washington University
St. Louis, Missouri 63130-4899

Spanish Autobiography in the European Context
June 10 to August 2, 1991 (eight weeks)

Autobiography has become a touchstone for understanding the relationships between literature and history. This seminar will focus on significant Spanish autobiographies from the sixteenth century to the twentieth century. Placing these autobiographies in context by comparing them with other European examples of the genre, participants will discuss how these written lives negotiate among the language, values, ideas, traditions, rhetoric, and images of different periods in Spanish and European history and how the writers' conceptions of their own lives were affected by their times. The reading will begin with Augustine's *Confessions* and Teresa of Avila's *Life*, continue by comparing Spanish and other European autobiographies, and conclude with Goytisolo and Genet. The seminar is for scholars interested in Spanish and other European literatures. All texts are available in English translation.

See also:
Arts—Barkan
Drama—Blau
English and American Literature—Damrosch, Miller
History and Philosophy of Science—Gilman, Richards/Roe
Linguistics—Liberman
Philosophy—Magnus
Politics and Society—Brown

HISTORY

PHILIP D. CURTIN
Department of History
The Johns Hopkins University
Baltimore, Maryland 21218

Slavery and the Atlantic Plantation Complex: 1450-1890
June 10 to August 2, 1991 (eight weeks)

Plantations and the slave trade that fed them were key institutions in the process of historical change in Europe, Africa, and the Americas. Tropical plantations were a key part of the economic order of the Atlantic basin, and through the slave trade they caused the largest transatlantic migration before 1850. The seminar's exploration will begin with the origins of the plantation complex in the Medieval Levant and carry the story of its decline down to the abolition of slavery in Brazil and Cuba in the 1880s. In addressing problems in the history of the plantation complex, participants will read a variety of recent works on the topic. The seminar is designed broadly for participants from a variety of fields, but historians of the U.S. with an interest in comparative history are particularly encouraged to apply.

JOHN PATRICK DIGGINS
Ph.D. Program in History
Graduate School/ University Center
City University of New York
33 West 42nd Street
New York, New York 10036-8099

Topics in Modern American Intellectual History
June 17 to August 9, 1991 (eight weeks)
Seminar location: University of California, Irvine

By transcending the familiar labels of liberal and conservative, and categories such as consensus and conflict, this seminar will focus on the themes of pragmatism and modernism as they can illuminate the course of American intellectual history. Participants will investigate how ideas found expression in periods beginning with Progressivism and continuing with intellectual developments since World War II, including the Greenwich Village Rebellion, the Lost Generation, the Harlem Renaissance, and the Old Left of the thirties. In examining traditional categories of American themes, seminar members will read, among others, Peter Novick and Carl Becker, William James, Dewey, Holmes, DuBois, Dos Passos, Hook, Bloom, Arendt, and Trilling. The seminar is designed for historians, literary scholars, political and social theorists, and others who have an interest in intellectual history.

MICHAEL P. JOHNSON
Department of History
University of California, Irvine
Irvine, California 92717

Slavery and Freedom in the American South
June 24 to August 16, 1991 (eight weeks)

Born in the world's first democratic revolution in 1776, the United States became the world's largest slaveholding nation by 1860. The tensions between the heritage of freedom and the realities of slavery and a multiracial society shaped the course of American history. Although the Civil War ended slavery, it only intensified questions about the nature of freedom in the American context. The goal of the seminar is to explore the complex reciprocity between slavery and freedom for both whites and blacks. Readings include Morgan, Fogel, Chesnut, Davis, Douglass, Berlin, Foner, Wright, and Taylor Branch. The seminar is designed for historians and other scholars, especially those in literature and social sciences, who are interested in the common history of blacks and whites in the United States.

THOMAS KESSNER
Department of History
Graduate School / University Center
City University of New York
33 West 42nd Street
New York, New York 10036

The Making of Modern America, 1918-1941
June 17 to August 9, 1991 (eight weeks)
A special seminar designed for, but not limited to, two-year college teachers

In response to the perceived inadequacy of a "consensus" approach to history, scholars have studied the modern United States from a wide variety of perspectives. The new challenge for teachers as well as scholars is to determine how particular research questions have shaped perceptions of the modern American past and to make an integrated history from many brilliant but segmented studies. Participants will undertake this challenge by focusing on topics such as labor, immigration, urbanization, women and the family, intellectual and cultural history, the depression and the New Deal; by reading challenging new studies as well as standard works in the field; and by visiting archival and resource centers in New York. Designed with the needs of two-year college teachers in mind, this seminar is open to all scholars interested in reading and analyzing significant research written during the last twenty years about this era of American history.

W. ROGER LOUIS
Department of History
University of Texas at Austin
Austin, Texas 78712

History and Literature of the British Empire
June 24 to August 16, 1991 (eight weeks)

In this seminar, India, Africa, and the Middle East will be the geographical focus of an exploration into historical, literary, and cinematic accounts of the British Empire in the nineteenth and twentieth centuries. Historical works from Seeley to Robinson and Gallagher will be read in conjunction with the literature of Kipling, Conrad, Waugh, Greene, Scott, Naipaul, Rushdie, and Achebe. The two strands of the seminar, historical and literary, will tie together works of film and fiction with those of historians and biographers. The seminar is intended for historians, literary scholars, social scientists, and all those scholars interested in the regions and cultures formerly in the European colonial empires.

THEDA PERDUE and
MICHAEL D. GREEN
Department of History
University of Kentucky
Lexington, Kentucky 40506-0027

The Ethnohistory of Southeastern Indians
June 10 to August 2, 1991 (eight weeks)

In the centuries that separate Hernando de Soto from Andrew Jackson, the Indians of the South were vigorous and imaginative actors. Characterized traditionally by horticulture, chiefdoms, matrilineal kinship, and temple mounds, and affected historically by contact with Euro-Americans, the peoples of this distinct cultural area deserve close study. In this seminar, ethnographers' questions will be applied to historical sources as participants explore topics such as the reordering of social relationships, the decline of the Southeastern Ceremonial Complex, the transformation of the Indians into professional hunters and warriors, the growth of Indian constitutional systems, and the preservation of ethnic identity. Besides readings from historians and ethnographers, source materials generated by Native Americans will be discussed. The seminar is for historians, anthropologists, and scholars from related disciplines.

DAVID ROCK
Department of History
University of California,
Santa Barbara
Santa Barbara, California 93106

Economic Development and Democratization in Argentina and Latin America, 1890 to the Present
June 17 to August 9, 1991 (eight weeks)

The fall of authoritarian regimes and the transition to democracy in Latin America during the past decade make this a particularly important moment to consider the relationship between economic growth and political organization. The region's economic problems antedate the enormous growth in national debt, and democracy must continue to contend with zero growth and rising social tensions. The seminar will focus on the twentieth century but will also consider the historical legacies of earlier periods. Closest attention will be paid to Argentina, whose historical development will be compared with Brazil, Chile, and Mexico. Readings will include Steppan, Glade, Bergquist, Cortes Conde, Love, Escudé, Tamarin, Drake, Knight, Loveman, Skidmore. The seminar is intended for Latin

American specialists in all disciplines.

JEFFREY B. RUSSELL
Intellectual and Social Dimensions of Medieval Religious Dissent
June 24 to August 16, 1991 (eight weeks)

Department of History
University of California,
Santa Barbara
Santa Barbara, California 93106

Changing conceptions of orthodoxy and heresy during the high middle ages found expression in various forms of religious dissent. Inherent in dissent are tensions between orthodoxy and heresy, establishment and marginal groups, individual and community, and the ideas of devil and God. In exploring both old and new interpretations provoked by the complex nature of religious dissent, participants will also discuss underlying philosophical questions about the nature of knowledge and truth and the claims of differing worldviews. Readings will combine primary documents that can be read in translation and modern works such as Bynum, Ladurie, Ginzburg, Lambert, Peters, Moore, Lerner, Reeves, and Van Engen. Participants should be able to read either Latin, French, German, or Italian. The seminar is for specialists in medieval history, religious studies, anthropology, and art history.

See also:
Arts—Kaes
Classics—Gregory, Saller/Bodel
English and American Literature—Bromwich, Strier
Foreign and Comparative Literature—Andrew/Ungar
Politics and Society—Ryan, Tiryakian

HISTORY AND PHILOSOPHY OF SCIENCE

SANDER L. GILMAN
Freud and the Culture of His Time
June 24 to August 9, 1991 (seven weeks)
Seminar location: Freud Museum, London

Department of German Studies
Cornell University
Ithaca, New York 14853-3201

Sigmund Freud has exerted a profound influence on the humanities during the twentieth century. Freud's thought, like all scientific and philosophical discoveries, was shaped by its contemporary cultural and scientific context. To explore this context, members of the seminar will study the books in Freud's personal library: participants will examine Freud's annotations and marginalia, and they will compare closely the language of Freud's own writings with that of the books which he read. Besides Freud's own works, readings will range from the science texts that Freud read as a student to works of Darwin, Lombroso, Nietzsche, Schnitzler, Cervantes, and others. The seminar is designed for those who teach and work with Freud's texts. All reading will be in German.

JOAN L. RICHARDS and
SHIRLEY A. ROE
Science and the Enlightenment as Seen through the *Encyclopédie*
June 10 to August 2, 1991 (eight weeks)

History Department
Box N
Brown University
Providence, Rhode Island 02912

The *Encyclopédie*, a classic text in both intellectual history and the history of science, exemplifies the eighteenth century and provides a window into the social and political climate of the Enlightenment. Articles in the *Encyclopédie* will constitute the seminar's major focus, some because of their coherent demonstration of mid-eighteenth-century thought, some because of their portrayal of the science of the era, and others because of their importance as early works of significant writers. Participants will also consider the *Encyclopédie*'s publication history for the information that it provides on the society of writers and readers in eighteenth-century France. An examination of the accompanying plates will offer insight into French technology and manufacturing. The seminar is intended for teachers from a wide variety of backgrounds including history, literature, philosophy, and the history of science. A reading knowledge of French is required.

GEORGE SALIBA
Islam and the Scientific Tradition
June 17 to August 19, 1991 (eight weeks)

c/o Summer Sessions Office
419 Lewisohn Hall
Columbia University
New York, New York 10027

Islamic civilization played crucial roles as a repository of the classical heritage and as an intermediary between the Hellenistic civilization and that of medieval Europe. Yet Islamic civilization translated and transmitted classical science for its own cultural purposes, not merely for the benefit of medieval Europe. The goal of this seminar is to explore the role of science in Islamic civilization and the background against which science was allowed to develop. The emphasis will be on the interaction between science and religion, the spread of scientific activities within Islamic civilization, and the inter-cultural transmission of science. Teachers and scholars in Islamic, medieval, and religious studies are encouraged to apply, as well as those in the history of science and Western civilization.

See also:

Philosophy—Cummins, Humphreys, Schlesinger
Religious Studies—Dittes

LINGUISTICS

ANATOLY LIBERMAN
Common Features of the Germanic Group of Languages
June 10 to August 2, 1991 (eight weeks)

Department of German
219 Folwell Hall
University of Minnesota
Minneapolis, Minnesota 55455

The Germanic languages, including English, emerge from an Indo-European background that requires genetic and areal as well as contrastive analysis. Expanding the boundaries classically imposed by Germanic linguistics, the seminar topic focuses on phonetics, grammar, and vocabulary as features and processes that were at one time common to most Germanic languages and which still shape them at present. Members of the seminar will examine modern dialects as clues to the history of languages constantly moving in similar directions. Besides reading from a variety of well-known classics in linguistics, including Brugmann, Meillet, Sweet, and Prokosch, participants will pay careful attention to methods of teaching the history and structure of language. Applications are encouraged from scholars interested in the history of any Germanic language.

PHILOSOPHY

ROBERT CUMMINS
Mental Representation
June 10 to August 2, 1991 (eight weeks)

Department of Philosophy
University of Arizona
Tucson, Arizona 85721

Theories of mental representation have traditionally supplied answers to the puzzling question about the human mind: what is "in" our heads when we think something? Philosophers and cognitive scientists have, however, also recognized the difficulties inherent in concepts of mental representation. This seminar will focus on contemporary philosophical accounts of representation, its historical antecedents, and the explanatory use of representation in fields such as artificial intelligence, cognitive psychology, and linguistics. Readings will include works of Fodor, Dretske, Papineau, Millikan, Locke, Leibniz, Kant, Wittgenstein, and others. The seminar is designed for philosophers and scholars in cognitive science interested in foundational issues. No special background in psychology, computer science, or linguistics is presupposed.

WILLIS F. DONEY
Philosophy Department
Thornton Hall
Dartmouth College
Hanover, New Hampshire 03755

The Philosophy of Descartes
June 24 to August 16, 1991 (eight weeks)

Descartes' notions of essence and existence play a central role in the development and formulation of his philosophy; yet these notions have generally received less attention than other aspects of his thought. The seminar will explore how notions of essence and existence, especially of the self and of God, are employed in the formulation of Descartes' views on specific topics and how Descartes' notions agree with or differ from conceptions of his predecessors and successors. Beginning with the six *Meditations*, participants will read in appropriate Cartesian texts along with selected commentaries, especially commentaries by French scholars often unfamiliar to Anglo-American students of Descartes. Philosophers, historians, and scholars of French literature and culture are encouraged to apply. A reading knowledge of French is desirable but not required.

PAUL W. HUMPHREYS
Department of Philosophy
521 Cabell Hall
University of Virginia
Charlottesville, Virginia 22901

Explanation, Causation, and Empiricism
June 10 to August 2, 1991 (eight weeks)

In recent decades philosophers describing the nature of explanation and causation have identified flaws in past, logic-oriented accounts. But they have not always explored the wider implications their views of explanation might have for traditional issues in epistemology and metaphysics. In the first part of this seminar, participants will assess developments in causal, pragmatic, and unification theories of explanation, discussing the work of Salmon, Hempel, Lewis, Kitcher, and van Fraassen. Attention will then turn to comparing these accounts with modern versions of empiricism and to exploring their broader context in such areas as the nature of laws, realism, chance, event ontology, rationality, and understanding. The seminar is designed for philosophers and for social scientists with methodological interests.

BERND MAGNUS
Center for Ideas and Society
Highlander Hall
University of California, Riverside
Riverside, California 92521

A Geneaology of Postmodernism: Nietzsche, Heidegger, Derrida, and Rorty
June 24 to August 16, 1991 (eight weeks)

Devoted to four philosophers whose work has put into question traditional categories of philosophical and literary-critical reflection, this seminar will face head-on the claim that philosophy has ended and has become a literary genre. Focusing on each philosopher in turn, participants will examine the meaning of "postmodern" as it has evolved from Nietzsche through Heidegger, Derrida, and Rorty. They will attend also to questions raised by the "metaphysics of presence," the nature of deconstruction in philosophy, the notion of "self-consuming concepts," Heidegger's politics, and the new pragmatism. Applications are encouraged from scholars in philosophy, literatures and languages, the history of ideas, and related disciplines.

RICHARD SCHACHT
Department of Philosophy
105 Gregory Hall
University of Illinois
810 South Wright Street
Urbana, Illinois 61801

Nietzsche's Philosophical Thought and Its Interpretation
June 10 to August 2, 1991 (eight weeks)

The work of Friedrich Nietzsche has exerted a significant influence on European philosophy and literature. Nietzsche's philosophical writings have been interpreted in many ways during the past half-century, and these interpretations must be considered in order to do justice to Nietzsche's ideas. Employing a partly chronological and partly topical approach to Nietzsche's writings, the seminar will focus on various problems in his philosophy, such as art, religion, value, and truth. Participants will also consider various interpreters of Nietzsche's thought, such as Heidegger, Kaufmann, Danto, Derrida, and Nehmaas. Teachers and scholars of philosophy, history, literature, and related fields are welcome to apply.

GEORGE N. SCHLESINGER
Department of Philosophy
University of North Carolina
Chapel Hill, North Carolina 27599-3125

Topics in the Philosophy of Time
June 10 to July 19, 1991 (six weeks)

Oddly, "time" as a topic has not occupied a central position in philosophy; yet issues—and intractable problems—related to time arise in nearly every field of philosophy, especially metaphysics and the philosophy of science. This seminar will investigate several fundamental aspects of time and explore their philosophical implications. Participants will take up such topics as the ubiquity of time, the dynamic versus the static views of time, time and identity, the uniformity of nature "outside" time, and the unity of the temporal and spatial universe. Seminar members will read works by, among others, Strawson, Seddon, Smart, van Inwagen, Zelikovici, Brennan, Lucas, and Hamlyn. The seminar is designed for philosophers in all branches of the discipline, and may be of special interest to philosophers of science.

JAMES SCHMIDT
University Professors Program
Boston University
745 Commonwealth Avenue
Boston, Massachusetts 02215

What is Enlightenment?
Eighteenth-Century Answers and
Twentieth-Century Questions
June 10 to August 2, 1991 (eight weeks)

The Enlightenment has played a decisive role in defining the predominant concerns of the humanistic disciplines. Members of this seminar will explore the different ways in which the relationships among philosophical criticism, religious faith, public opinion, and political authority were understood by thinkers such as Kant, Mendelssohn, Jacobi, and Hamann. Their writings will be studied in conjunction with twentieth-century critiques of the Enlightenment by such philosophers as Gadamer, Horkheimer, Adorno, Habermas, MacIntyre, and Foucault. Philosophers, political theorists, historians, and teachers and scholars of religious studies and comparative literature are welcome to apply. A reading knowledge of German is desirable but not essential.

See also:
History and Philosophy of Science—Gilman, Richards/Roe, Saliba
Politics and Society—Luban, Ryan
Religious Studies—Dittes

POLITICS AND SOCIETY

BERNARD E. BROWN
Modern French Politics
June 10 to July 26, 1991 (seven weeks)
Seminar location: Paris

Political Science Program
Graduate School/University Center
City University of New York
33 West 42nd Street
New York, New York 10036

As France has confronted crises of modernization, the distinctive nature of its political conflict has fascinated theorists of change. Participants in this seminar will explore how forces of tradition and modernity have divided France over such issues as the appropriate republican institutions, the relationship of church and state, and the transformation of society by science and technology. Readings include seminal works by Michel Crozier, René Rémond, Maurice Duverger, among others; participants will meet with some of the authors and also with party and interest group leaders. Core reading and seminar discussion will be in English, but an ability to read and understand French is essential. Teachers and scholars of comparative politics, European history, and French history and civilization are welcome to apply.

LIEF CARTER and
MICHAEL McCANN
Constitutionalism as Civil Religion
June 17 to August 9, 1991 (eight weeks)

Department of Political Science,
DO-30
University of Washington
Seattle, Washington 98195

Both popular rhetoric and scholarly commentary often claim that the U. S. Constitution is the foundational text of a "civil religion" that binds the people of the United States into a nation. Participants in this seminar will study a variety of philosophical, interpretive, and empirical works to assess how accurately this metaphor describes our constitutional traditions and to understand the practical role that constitutionally endorsed values—equality of opportunity and religious tolerance, for example—play in American social and political life. Readings will draw from a broad range of disciplines, including social history, moral philosophy, and public law. Applications are welcome from scholars and teachers in political science, history, philosophy, sociology, and religion.

DONALD P. KOMMERS
American Constitutionalism in Comparative Perspective
June 10 to August 2, 1991 (eight weeks)

Law School
University of Notre Dame
Notre Dame, Indiana 46556

American constitutional values can often be better understood in the light of foreign jurisprudence. Members of this seminar will explore problematic issues in U.S. constitutional law—in such areas as the right to privacy, freedom of speech, religious freedom, equal protection, and economic rights—by comparing the constitutional developments of advanced democracies. The seminar will focus on societies such as Germany, Japan, Canada, and the Council of Europe, comparable to the United States in their commitment to political democracy and to the judicial enforcement of constitutionally guaranteed rights and liberties. Readings will be drawn from constitutional cases decided by the highest tribunals of the nations studied. Teachers and scholars of political science, history, literature, philosophy, and theology are invited to apply.

DAVID LUBAN
The Changing Roles of the American Judge: A Philosophical Approach
June 10 to July 19, 1991 (six weeks)

Institute for Philosophy and Public Policy
0123 Woods Hall
University of Maryland
College Park, Maryland 20742

Observers of our legal system have noted changes in the role of judges in recent decades: appellate judges have become public philosophers and rule-makers of last resort, while trial judges have become caseload managers and settlement brokers. Such changes and the discussions they evoke raise important questions about the judicial role. Participants in this seminar will examine issues of philosophy and history bearing on the judicial role, explore the philosophy of judging, and discuss the relations of the humanistic disciplines to normative problems of judging. Readings will range from empirical background to philosophical writing on judicial activity. The seminar is designed broadly for scholars in political science, philosophy, American studies, and history as well as legal studies.

ALAN RYAN
Department of Politics
Princeton University
Princeton, New Jersey 08544

Reassessments in Seventeenth-Century Political Thought
June 24 to August 2, 1991 (six weeks)

In the past thirty years, many varied reinterpretations of canonical seventeenth-century British political texts have forced historians of ideas to reexamine both the texts themselves and the methods by which we confront significant ideas from the past. By focusing on specific important issues in Locke, Hobbes, and Harrington, and by bringing to bear on these issues the writings of their seventeenth-century contemporaries, participants in this seminar will assess the interpretive preconceptions of commentators such as Arendt, Ashcraft, Blumenberg, Dunn, Foucault, Macpherson, Oakeshott, Plamenatz, Pocock, Skinner, Strauss, and Tully. The seminar is designed for teachers and scholars of politics, history, philosophy, and literature.

EDWARD A. TIRYAKIAN
The Center for International Studies
2122 Campus Drive
Duke University
Durham, North Carolina 27706

Generations, Cycles, and Modernity
June 24 to August 9, 1991 (seven weeks)

The objective of this seminar is to provide a new conceptual framework for the study of large-scale social change by examining the topics of generations, cycles, and modernity. Participants will discuss the basic suppositions that a new generation is emerging in the United States and elsewhere—especially Eastern Europe—and that this generation will bring about a new cycle of modernity in the 1990s. In considering cycles, participants will rethink the linear, evolutionist perspective of social change and explore the possible value of a more cyclical view; in dealing with generations, participants will explore generational analysis as a key linkage between individual actions and structural changes. This interdisciplinary seminar is designed for sociologists, historians, political scientists, cultural anthropologists, and psychologists.

See also:
Anthropology and Folklore—White/Lindstrom
English and American Literature—Bromwich, Strier
History—Diggins, Kessner
Philosophy—Schmidt

RELIGIOUS STUDIES

JAMES E. DITTES
Department of Religious Studies
c/o NEH Summer Seminars
53 Wall Street
Box 2145 Yale Station
New Haven, Connecticut 06520

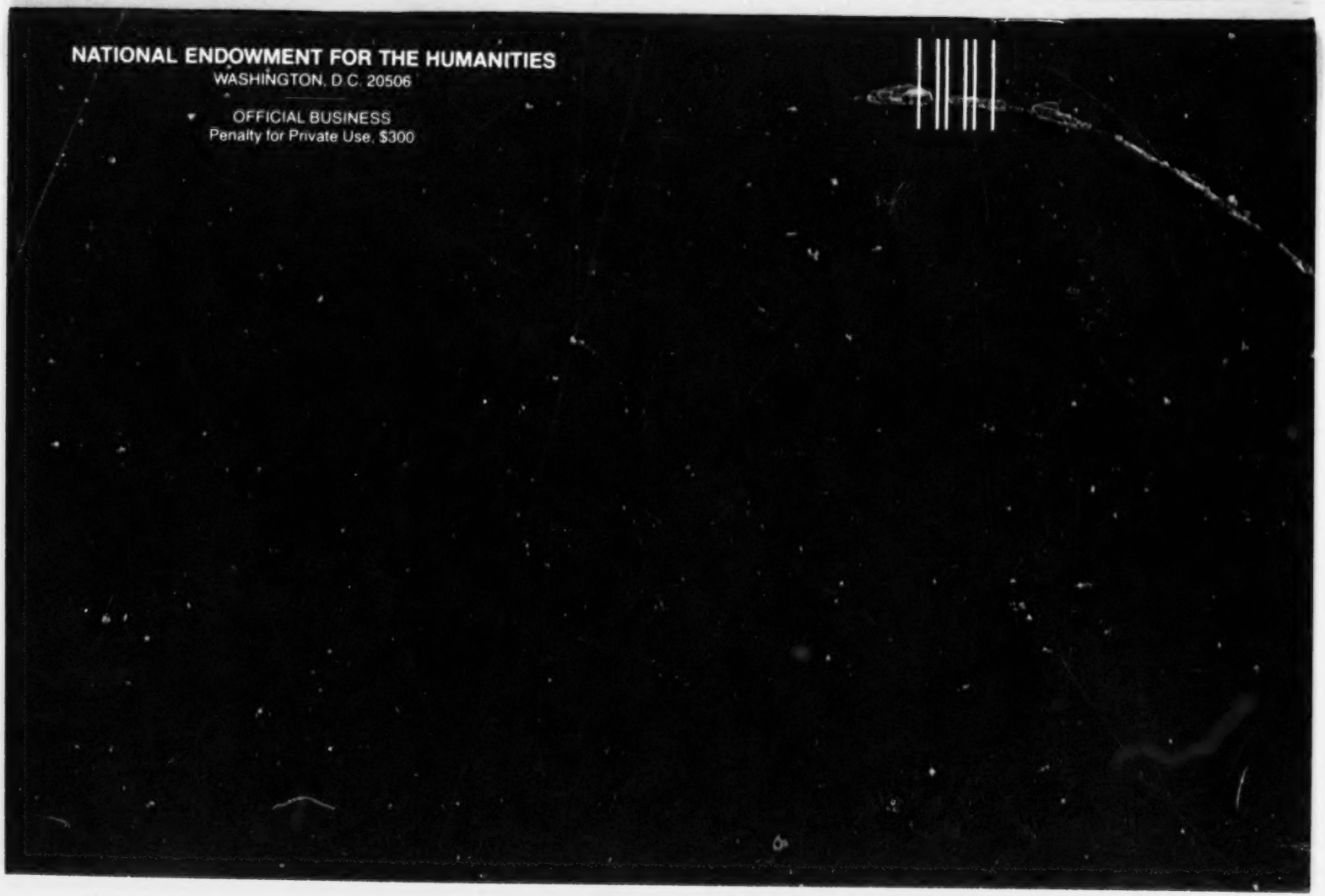
Freud and Jung on Religion
June 10 to August 2, 1991 (eight weeks)

Sigmund Freud and Carl Jung devoted major energies in their last years to the subject of religion, and their views continue to influence contemporary thinking on the relationship between psychology and religion. Participants in this seminar will study Freud and Jung's major works on religion (along with selected commentators) with two objectives: to explore their critical appraisals of prevailing religions, and to examine themes in their writings that may be construed as implying constructive religious proposals. The seminar is designed for teachers and scholars in any field, with or without previous expertise in Freud or Jung.

See also:
English and American Literature—Brisman, Strier
History—Russell
History and Philosophy of Science—Saliba

Index of Seminar Directors

Andrew, Dudley	13	Kommers, Donald P.	27
Andrews, William L.	8	Liberman, Anatoly	22
Barkan, Leonard	4	Lindstrom, Lamont	4
Béhague, Gerard	5	Louis, W. Roger	18
Blau, Herbert	7	Luban, David	27
Bodel, John P.	7	Magnus, Bernd	24
Bowen, Barbara	13	McCann, Michael	26
Brinkmann, Reinhold	5	Miller, Nancy K.	10
Brisman, Leslie	8	Morson, Gary Saul	15
Bromwich, David	9	Perdue, Theda	19
Brown, Bernard E.	26	Phelan, James	11
Carter, Lief	26	Pope, Randolph D.	16
Cummins, Robert	22	Richards, Joan L.	21
Curtin, Philip D.	16	Rock, David	19
Damrosch, Leo	9	Roe, Shirley A.	21
Diggins, John Patrick	17	Rosand, David	6
Dittes, James E.	29	Russell, Jeffrey B.	20
Doney, Willis F.	23	Ryan, Alan	28
Foley, John Miles	14	Saliba, George	21
Gilman, Sander L.	20	Saller, Richard P.	7
Green, Michael D.	19	Schacht, Richard	24
Gregory, Timothy E.	6	Schlesinger, George N.	25
Gubar, Susan	10	Schmidt, James	25
Harth, Erica	14	Stevens, Martin	11
Humphreys, Paul W.	23	Strier, Richard	12
Johnson, Michael P.	17	Tiryakian, Edward A.	28
Kaes, Anton	15	Ungar, Steven	13
Kessner, Thomas	18	White, Geoffrey M.	4
		Wilt, Judith	12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